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ABSTRACT

To provide educators with an alternative perspective on discipline, this handbook examines the concept of discipline, presents four models of disciplinary strategy, and discusses factors related to classroom discipline. After briefly analyzing different definitions of discipline and their positive and negative outcomes, the authors discuss each of the disciplinary models in turn, including the envionmental management model, involving development of a directed learning environment; the behavioral analysis model, involving diagnosing behavior problems and using specific strategies to change the behavior; the humanistic potential model, in which others' feelings and values are stressed to encourage growth and self-development; and the social interaction model, involving helping individuals develop competencies for functioning in society. Guidelines, examples, and research conclusions are provided for each of the models. Four factors affecting the implementation of disciplinary policies are then reviewed, including educators' professional ethics, student rights, parent involvement as partners in discipline, and the relationship between administrators and counselors. A short bibliography is attached. (RW)

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FOREWORD

Classroom discipline offers challenges for both students and teachers today. The severity and frequency of problems have received national attention in recent years. Researchers continue to seek answers to discipline questions raised by teachers, administrators, and concerned community leaders, including parents.

Martin and Quilling have identified and given practical application examples for several researched positive approaches for preventing and/or handling classroom discipline. They include sections on other people who need to participate in both legal and social support systems to the school and individual teacher. HEEA is extremely grateful to these authors for their well documented approaches to these problems.

Special thanks are due the members of the Executive and Publication Committees of HEEA for their suggestions in the process.

In a year when hostages were finally released from Iran and assassination atempts were made on a President of the United States and a Catholic Pope, the international implications of human behavior and self-control become matters of life and death.

HEEA is pleased to publish *Positive Approaches to Classroom Discipline* as one more way to promote a better understanding of family and community life, to improve the quality of home economics instruction, and to broaden the scope of the curriculum.

Happy Reading and Teaching

Reba J. Davis

Reba J. Davis
President, 1979-81

PREFACE

The educational profession today demands that its personnel be equipped to function within a variety of settings and with diverse audiences. Often beginning professionals feel insecure when dealing with student behaviors that occur daily. Many of these behaviors are classified as "discipline problems" when in reality they are human actions which are a part of all of us.

Educational settings are social systems which represent the larger fabric of society and thus are highly diverse. Educators need to recognize that diverse audiences require the use of a variety of human interaction approaches. To clarify the variety of approaches which can be used in instructional settings, four models related to classroom discipline are included in this publication. They are: the *Behavioral Analysis Model*, the *Humanistic Potential Model*, the *Social Interaction Model* and the *Environmental Management Model*. The models are directed at clarifying the behavioral strategies educators and students can employ to attain a positive learning environment.

In addition to the models presented in the publication, attention is also given to other factors which influence how various models are implemented. Information is presented concerning *professional ethics, student rights, parent/community relationships* and *administrator/counselor relationships*. These factors further delineate the settings within which positive approaches to classroom discipline are implemented.

A bibliography of references pertinent to the field of education is included.

The information included in this publication is directed toward providing beginning and established professionals with a resource from which strategies may be excerpted for use in numerous instructional settings.

Betty B. Martin

Joan Quilling

CONTENTS

Acknowledgements ii

Foreword iii

Preface iv

Positive Approaches to Classroom Discipline: Methods

What is Discipline? 1

Setting the Stage for Effective Discipline 1

Disciplinary Strategies 2

Environmental Management Model 2

Behavioral Analysis Model 6

Humanistic Potential Model 12

Social Interaction Model 14

Positive Approaches to Classroom Discipline: Related Factors

Professional Ethics 19

Student Rights 21

Parents as Partners in Discipline 23

Administrator/Counselor Relationships 26

Summary 29

Bibliography 29

METHODS

Positive Approaches to Classroom Discipline is designed to provide educators with an alternative perspective on discipline. Through an examination of the meaning of the concept along with an identification of specific techniques, it is intended that new insights will emerge concerning discipline.

WHAT IS DISCIPLINE?

Discipline may be defined in various ways. Interpretations individuals have of the concept "discipline" influence their behavioral mode. Some views of discipline follow along with selected positive or negative outcomes which could result when a particular approach is operationalized.

Definition	Positive Outcome	Negative Outcome
Discipline equals control	Quiet atmosphere Uniform behaviors	Limited creativity Reduced flexibility
Discipline equals self-reliance and responsibility	Problems are solved Goals are set and attained	Group needs may be ignored Over use of some individuals
Discipline equals effective learning	Time management is reinforced Concentration is increased	Elimination of some positive behaviors may occur, e.g., imagination
Discipline equals punishment	Changes behavior to the desired mode	Produces aggressive responses

Each definition contains positive as well as negative outcomes. The particular situation and the individuals involved ultimately determine the success achieved when employing behaviors consistent with one or more of the definitions.

SETTING THE STAGE FOR EFFECTIVE DISCIPLINE

Any situation involving human interaction can bring out the best or the worst in people. When negative interactions are stressed, people may leave a setting frustrated, disgruntled and angry. When the outcomes from human interaction are positive, those involved can feel confident, competent and willing to respond to others. Although a number of positive disciplinary strategies exist, certain general behaviors precede their use. When these behaviors are employed by students,

parents, educators and others, they can set the stage for establishing productive working relationships. Such behaviors include:

- Listening to the concerns of others
- Communicating until understanding is achieved
- Exhibiting a positive regard for people
- Establishing a give and take relationship
- Being organized and consistent
- Using other's time efficiently
- Stressing the positive
- Respecting the rights and property of others
- Setting an example
- Evaluating objectively
- Admitting mistakes

These behaviors are general in nature and they facilitate effective human interaction. But, they by no means provide the total answer. Individuals can use all of the above strategies and still confront discipline problems. Therefore, a more indepth look at disciplinary strategies is necessary.

DISCIPLINARY STRATEGIES

Four disciplinary models are currently utilized by practitioners in the field of education. They are:

- *Environmental Management*
- *Behavioral Analysis*
- *Humanistic Potential*
- *Social Interaction*

Each of these approaches is discussed separately.

- ***Environmental Management Model***

> *Definition: employing strategies which facilitate the development of a directed learning environment.*

Data emerging from recent studies of classroom environments reveal that specific factors influence behavior(s). Definite differences exist between those who are in control of the learning environment and those who are not. According to Osborn and Osborn, management techniques tend to have greater significance "in controlling deviancy than discipline techniques as such."

(Osborn and Osborn, 1979, p. 90)

Frequently, parents and others are blamed for allowing children to develop undesirable behaviors. Research reveals, however, that the setting in which persons function can directly influence their performance. And, if the environment lacks consistency, human behaviors become erratic.

In general, a number of considerations need to be accounted for when planning a learning environment. These include:

Traffic patterns
Can people move easily in the environment without disturbing others? Or, is the setting so congested that whenever someone moves to another area, they cannot help but bump or poke someone?

Availability of diversified space
Are areas set aside for quiet and noisy work? Or, do individuals have to carry out construction projects in the midst of others who are attempting to complete study materials?

Moveable furniture
Is the equipment in the environment moveable to areas of direct use? Or, does the lack of portability inhibit equipment usage?

Small supplies and storage areas
Are pencil sharpeners, paint supplies and other working materials located in logical areas within the environment? Or, must individuals disrupt activities by moving across areas in front of people to obtain these materials?

Location of entrances and exits
Can people enter and leave the facility with a minimum of distraction? Or, as individuals come and go, do they upset the principle activities occurring in the environment?

Order
Can individuals move easily from one activity to another? Or, is the environment so disorganized that individuals cross paths and disrupt one another in moving from task to task?

Barriers
Is the environment open and easy to supervise? Or, do architectural barriers inhibit the effective supervision of individuals?

(Osborn and Osborn, 1977, pp. 82-83)

Aesthetics
Is the environment enjoyable to work in with regard to color, comfort and attractiveness? Or, is the setting so unattractive as to discourage individuals from participating in an effective manner?

Architectural factors are one component of the *Environmental Management Model*. Additional consideration must be given to the behaviors of all who work within the environment. Certain teacher actions can create management problems and distract the learner. For example:

wandering from the task at hand into divergent areas e.g., beginning a discussion on family relationships and digressing into personal problems in one's own family or jumping to a completely unrelated topic.

repeating or reviewing material that is already understood to fill in time.

pausing significantly to gather disorganized thoughts or preparing materials in the midst of trying to conduct a lesson or carry out a task.

interrupting the main activity to deal with concerns or issues which could be postponed, e.g., stopping a laboratory activity to discuss how to fill out a particular form for the guidance counselor.

providing no transition from one topic to another, e.g., beginning a project on money management and then stopping at some point and telling everyone to study a chart on time management without relating the two topics in any way.

starting one activity, jumping to another activity and then returning to the first activity for some reason. An example would be asking individuals to gather equipment and supplies for one activity, then asking them to take out papers and answer some questions concerning another topic and then asking them to return to the equipment and continue assembling what they need.

asking a large group of individuals to come to the front of the room without special directions. Such action can create a stampede to the front of the room.

(Duke, 1979, p. 189; Osborn and Osborn, 1977, pp. 76-78)

In opposition to the negative behaviors just mentioned there are those management strategies which serve to direct others in positive ways. Effective classroom managers exhibit the ability to direct the learning environment because they:

- organize materials so they can be found when needed
- plan on both a short and long range basis so that time is spent constructively
- provide a secure environment where all understand behavioral expectations
- maintain accurate records on those with whom they work
- pace activities to prevent becoming exhausted
- improve the attention quality of resources used (select exciting versus dull reading materials)
- provide for alternatives in case they are unable to carry out activities as planned
- prepare materials needed for activities well in advance

(Johnson and Chaky, 1978, p. 6)

- stop misbehavior as soon as it begins versus letting it get well underway before raising an objection
- do not become distracted from the main activity when someone asks an unrelated question or a stranger enters the room
- create suspense when asking questions by pausing before calling on someone, or use "mass unison response" to create an atmosphere of involvement

(Wolf, 1976, p. 8)

- know what the class wants to accomplish and show enthusiasm

The above factors relate principally to planning and carrying out a program of activities. However, other more personalized strategies can influence the *Environmental Management* approach. These strategies are classified within two categories, i.e., verbal behaviors and non-verbal behaviors or physical actions.

Verbal behaviors involve the use of words to direct the action of others. The individual uses statements to reinforce the continuation of positive behaviors. Examples of individual and group reinforcers follow:

Individual reinforcers:

(name) , you are really doing well.
You are thinking continually.
Thank you for your contribution.
You really stated that beautifully.
Your project is top notch.
You have really helped us.
I'm glad you're part of this group.
You're a real winner.
(name) , we need your thinking here.
You've made a wise choice.
That's a great job.
A really super piece of work.
You're fantastic.
That's a really good idea.
You are really trying, aren't you?
That's a creative piece of work.
You really worked hard on this, didn't you?
Your work is excellent.
Let's tell others about what you've done.
I'll talk to your (parent) about what a great job you've been doing.
Your work tells me you're ready for bigger things.
I wish we all had your skill.
You know how to follow directions
You're fast, but accurate.
You have really improved.
You're really smart to think of that.

Group reinforcers:

All of you are really setting a good example.
It's great when we have as many helpful people as we have in this group.
All of you really pitched in today.
When all of you participate, we really get things done.
You really carried your load today.
I appreciate it when you ask questions.
You made our guest today feel at home.
Your willingness to share with one another helps us cooperate.

Individual reinforcers of feelings:

You are happy today, aren't you?
Why does this activity appeal to you?

You enjoyed that. didn't you?
You like to help others, don't you?
You let others know how you feel.
You have the most positive outlook.
You like people, don't you?

Non-verbal or physical actions are used to direct others and promote a positive learning environment. Examples of non-verbal actions include:

- moving in close proximity to specific individuals
- placing a hand on an individual's shoulder
- holding an individual's hand
- hugging
- patting on the back
- smiling specifically at someone
- raising the eyebrows
- staring at someone
- winking
- pointing
- nodding the head
- laughing
- giving the OK signal
- giving the V for victory sign or thumbs-up sign
- circulating around and through the group
- standing behind the group
- bringing someone to the front of the group
- sitting in circles and holding hands
- forming project teams of 2 or 3 individuals

The key to the *Environmental Management Model* is that individuals responsible for directing others must clearly perceive the educational goals they are trying to attain. To successfully employ the *Environmental Management Model* a preview of the learning environment is helpful prior to carrying out instructions. The preview involves visualizing personal and student actions and how behaviors will be dealt with as they occur. Armed with these insights, the educator enters the actual environment equipped to deal with a range of behaviors.

Because of the wealth of strategies included in this approach, each individual needs to select those which best enhance her/his own personal teaching style.

- ***Behavioral Analysis Model***

Definition: diagnosing a problem and then using specific strategies to bring about changed behaviors.

BEHAVIORAL ANALYSIS STRATEGIES

"Planned Ignoring"

If an individual exhibits an undesirable behavior, such as whispering while another is speaking, the person in charge takes no action when it is determined that: a) the behavior will not spread if ignored, or b) it is undesirable to reinforce a negative behavior.

"Signal Interference"

During a formal presentation by the instructor, an individual moves as if to leave his/her seat. The person in charge stops the movement by nonverbal gestures, such as looking directly at the individual, using a hand signal to indicate "remain seated," or other small body motions.

"Proximity Control"

In order to maintain the individual's attention to a particular task, the person in charge moves closer to the person, thus reinforcing continued concentration.

"Recognizing Underlying Feelings"

When an individual becomes frustrated during an activity, try to get them to verbalize their feelings. Such action helps to clarify how the individual perceives the activity. In time more positive behaviors can be suggested. For example, Mary throws up her hands and says, "I can't do this!" The person in charge says, "You seem to be frustrated. What is the difficulty?" "I can't read this," says Mary. Mary's response indicates that a more appropriate reading level may need to be substituted.

"Increasing Awareness"

When individuals appear to be unaware of the fact that they are exhibiting an inappropriate behavior, one can help them verbalize what they are doing. By explaining their action, e.g., hitting someone, taking the possession of another person, the individual verbalizes his/her behaviors. Then more appropriate action can be suggested by the person in charge. For example: "Why don't you discuss the problem rather than hitting?" or "How would you feel if someone took your possessions?"

"Removal of Seductive Items"

Environmental settings have many distractions. For example, items such as new equipment, playing cards, photographs and/or food displays can cause an individual's attention to be distracted from the central activity. Such distractions can be placed in a non-visible area of the room or removed from sight and returned upon completion of the main activity.

"Restructuring The Program"

When a teachable moment occurs, the central activity may need to be put aside. For example, students come to a family living class after hearing that a major industry will be leaving the community and many parents of the students will have to move or leave their jobs. Interest in the day's discussion topic is lacking. To deal with the circumstances, begin by indicating to the students that their concerns are recognized and offer to dispense with the day's activity for a portion of or for the total time period in order to confront the problem at hand.

"Tension Decontamination Through Humor"

When a situation between people becomes tense, perhaps something humorous can be said about the situation. Tension is often reduced through laughter and once it is released, the situation can often be examined in a more objective light.

"Antiseptic Bouncing"

When a student becomes emotionally distraught, remove him/her from the setting, i.e., Dan becomes upset and starts shouting. "Antiseptic Bouncing" calls for the removal of Dan to a quieter setting until his emotions are calmed.

"Physical Restraint"

There are circumstances when actual physical restraint, excluding abuse, is necessary to control an individual's behavior. When confrontation between individuals occurs, it may be necessary to lay a restraining hand upon someone to prevent them from harming themselves or others.

"Exclusion Placement Plan"

Should an individual cause a serious incident, it may be necessary to escort him/her to another setting. All persons involved should be told why the behavior is not acceptable and why this individual must leave. Accompanying the individual from the room reinforces the unacceptability of the behavior.

(Marshall, 1972, pp. 64-72)

These behavioral strategies can be used alone or in combination to bring about desired changes. "Physical Restraining" and the "Exclusion Placement Plan" may be employed when more stringent measures are needed. Once behaviors have been redirected, then two final steps are necessary. They include reinforcing the desired behavior until it becomes automatic and periodically rechecking the behavior to evaluate the degree of achievement. Should the desired behavior gradually decrease, reinforcement will be necessary to assure its maintenance.

Getting Started: to initiate behavioral analysis, certain steps must be followed:

First - precisely identify the behavior to be changed,

example: student never comes to class on time

Second - develop a performance objective for the desired behavior,

example: the student will come to class on time

Third - state the acceptable behavioral standard,

example: daily

Fourth - identify when the behavior is to be exhibited,

example: at the beginning of a class period

Fifth - record the rate, frequency and duration of the behavior,

example: checklist for recording observed behavior (see next page for example)

(Clarizio, 1971, p. 10)

By employing the above steps, the educator has a clearer grasp of the problem and is better able to generate strategies to alleviate undesirable behavior.

Once problem behaviors are clarified, the next step in behavioral analysis involves employing specific strategies to bring about behavioral change. Often those concerned with changing behaviors lack a repertoire of strategies for dealing with undesirable behaviors. Frequently, they use no other option than telling someone what they should or should not do. *Behavioral Analysis* is one disciplinary approach that provides individuals with a variety of ways for dealing with desirable as well as undesirable behaviors.

BEHAVIORAL OBSERVATION FORM*

Directions: Complete the form using the following guidelines:

a) Behavior(s) identified: describe the exact behavior(s) to be changed, e.g., coming to class late
b) Time occurred: the date and/or time the behavior occurs
c) How often: the number of times the behavior occurs
d) Pre-behavior: the circumstances occurring prior to evidence of the behavior
e) Post-behavior: what occurs after the behavior is exhibited
f) Suggested action: after observing the behavior for a specific time period, draw conclusions and specify actions to be taken to change the behavior

Name

Behaviors Identified	Time Occurred	How Often	Pre-Behaviors	Post-Behaviors	Suggested Actions
1.					
2.					

*Keep in mind that this device can be used to record positive as well as negative behaviors. Remember it is important to support the individual who performs effectively.

The strategies identified set firm limits on individual behavior and deal principally with the control of individuals. Apart from control, however, *Behavioral Analysis* also includes providing options which can be used to redirect individual behavior(s) toward more positive modes. Often behavioral problems occur because those directing the work of others fail to offer or provide opportunities to develop alternate forms of expression. For example, a teacher or parent may tell a student to stop doing something but offer no incentive for changing the behavior. Thus, the student feels s/he was able to attract attention through inappropriate behaviors which become reason enough to continue. To prevent this from happening, *Behavioral Analysis* can employ token economies. These economies use favors, candy or other forms of barter, to pay individuals for mastering effective behavior(s). As inappropriate behaviors are reoriented, the time span between payments gradually increases until finally the behavior becomes automatic and payment is no longer needed. Critics of *Behavioral Analysis* deplore token economies for they feel that in real life one is not paid for every positive behavior exhibited. Instead they hope that individuals are sufficiently self-motivated to act as expected in various settings.

Even though token economies may have drawbacks, these token economies include options for teachers when redirecting student behaviors. Apart from tokens or candy, individuals may be offered other incentives. The basic principle is to reward positive behavior versus constantly emphasizing the negative. Options which may be made available to those who perform as desired might include:

Tangible Rewards

a. released time for desired activities (ex. read, listen to music)
b. extra points
c. snacks
d. use of special equipment
e. time for physical activities
f. opportunities to wear special clothing
g. time to do creative tasks
h. games (ex. monopoly, cards)
i. dance (if not disturbing)
j. special field trips
k. opportunities to work on related hobbies in class

Social Rewards

a. opportunity to talk to special friends
b. praise for exceptional work
c. special recognition
d. direct others in an activity
e. assist person in charge in carrying out activities
f. provide special help to a less capable student
g. establish the topic for daily discussion
h. demonstrate a special talent before group

The above list represents a few of the options which might be used to stimulate individuals and or groups to change behavior.

Precautions

Certain precautions need to be kept in mind when using token economies. These options can be used as incentives for changing behavior or as rewards for appropriate behaviors. Rewards should not be used so frequently as to become

accepted as "givens." Their appropriateness as reinforcers will also be influenced by administrative policies. The duration of such activities should also be specified. A range of from five to ten minutes seems to reinforce that these are special opportunities which are allowed because exceptional behavior has been demonstrated or appropriate behavioral changes have occurred. In order to manage the number of persons who might be doing different activities at any one time, the educator might establish a sign-up sheet indicating when an activity is to start and when it is to end; or place a colored card in the working area(s) to designate special activities and facilitate the supervision of a range of individual behaviors. Also, it is important to keep track of the rewards individuals receive. Such a record enables the teacher to review the types of tokens which have been used with students, i.e., those which have had greater impact on student behaviors and those which no longer affect student behaviors. Thus, students who have not received rewards will be identified and this will enable the teacher to correct inequities.

One additional *Behavioral Analysis* strategy which can be used is called Contingency Contracting. Contingency Contracting is an informal method for assisting students to realize the relationship between behavior and its consequences. The method reflects a further refinement in *Behavioral Analysis* strategies. Contingency Contracting calls for students to complete a specified amount of work at a certain level of proficiency in order to obtain a desired reward. Students involved in this approach are required to make personal commitments and clarify their own behavior. Such activities reinforce the fact that students are responsible for what they do.

(Good and Brophy, 1977, p. 69)

- ***Humanistic Potential Model***

Definition: stressing the feelings and values of others in order to promote growth and encourage self-development

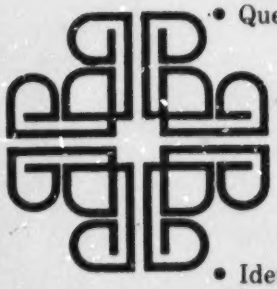
The *Humanistic Potential Model* is based on the premise that individuals are basically good and that if provided with appropriate opportunities, their basic good emerges. Inherent within this approach is a respect for self and others, the incorporation of emotional needs into the learning program, the use of daily emotional encounters to meet educational goals, a trusting environment, and an examination of personal values.

(Johnson and Chaky, 1978, p. 3)

Employing this model calls for self-confidence as well as an ability to function with expressed emotions in an objective manner. The model itself is difficult to specify precisely. However, it is closely tied to the premise that enhancing an individual's self-confidence can lead to more effective learning and performance. Self-concept relates to our perceptions of self. Beane et al. reported that schools which supported the development of an adequate self-concept enabled students to demonstrate higher degrees of self-actualization. Schools which did not reinforce such a view used autocratic procedures, stereotyped students, were punitive and impersonal. In contrast, schools employing the *Humanistic Potential Model* stressed democratic action, student participation, decision making, interaction and flexibility.

(Beane et al., 1980, p. 85)

An appreciation of feelings is fundamental to this approach because so much of what influences behavior is grounded upon emotions, feelings and needs. Specific processes within the model involve:



- Questioning:

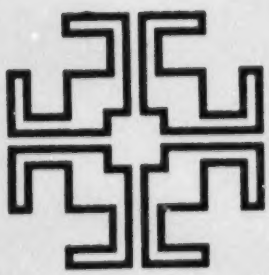
Pose questions which reinforce helpfulness, empathy, and mutual concern, e.g.,

- how would you tell someone you did not like what they were doing?
- if you lost your weekly allowance, what could we say to make you feel better?
- how would you positively confront someone whose beliefs concerning different ethnic groups are in opposition to yours?

- Identifying the Positive:

Practice emphasizing the positive in others versus the negative, e.g.,

- develop a list of positive statements about someone you know.
- present positive statements about another individual before a group.
- conduct a scavenger hunt of people who possess certain characteristics such as: who has made the best decision today, who is the happiest person, who was the most knowledgeable about today's topic and who has helped us the most today.
- prepare a poster depicting an individual's accomplishments.



- Managing Feelings:

Provide time whereby individuals can learn to substitute words and helping behaviors for destructive or impulsive actions, e.g.,

- establish a short sharing time when individuals can express strong emotions. During this time maintain a supportive environment so that the person sharing does not face criticism and rejection by others because of feelings held.
- take a poll and find out what parents, teachers and young people feel about certain topics. Examine the reactions in light of each group's ability to deal with the concerns in a positive manner. Be sure to keep all responses anonymous.
- examine situations in which you could not do what you wanted, i.e., could not stay out as late as desired. Analyze how to deal with the frustration and identify alternative strategies for dealing with the situation.
- analyze situations in which the immediate response given was detrimental, i.e., you shouted abusive words at an elderly person. Then, examine how a delay in order to develop a more effective reaction could be beneficial.

(Fagen and Long, 1976, p. 47)

The following example employs the above processes: Sharon hits Roy with a ruler. The first step in the Humanistic Potential Model involves clarifying why the behavior occurred. Secondly, reinforce that hitting someone is an unacceptable way to deal with the problem by stating to both parties that there are other ways of coping with problems apart from physical force. Third, give alternative suggestions for coping with the situation, such as brainstorming how the problem might be solved via other means, or asking the parties involved to write out possible solutions to their confrontation. Share these solutions with each other and prioritize their suggestions. Fourth, ask the parties involved to try out the suggestions and evaluate the results obtained when more positive approaches are used. Role play other situations that involve similar solutions or approaches to the problem.

At the heart of human interaction is the fact that those employing these strategies must be sufficiently self-aware and mature to de-emphasize the personal threat which arises when strong emotions are revealed. Although the strategies may appear to be deceptively simple, there is no explicit game plan for their use. Those employing these techniques must have clearly in mind what they are trying to accomplish. They must be able to put emotional reactions into a framework whereby analysis can be conducted and judgments made as to the best approach for dealing with emotions. In essence, these strategies depend upon:

a. de-emphasizing authoritarianism,
b. making personal judgments about human behavior that are realistic and positive, not reactive and destructive,
c. selecting positive courses of action that are appropriate for self and others, and
d. reinforcing the commitment to behaviors which employ emotions constructively.

The last item may require consistent reinforcement. Expecting behaviors which use emotions constructively to emerge and become stabilized quickly is unrealistic. A supportive environment which allows emotions to be expressed without criticism also provides opportunities to test and assess their impact. Individuals are not punished for failing to assume new behaviors rapidly. The key to this approach is to reinforce more appropriate behaviors consistently until they are fully accepted as a part of the personality structure.

- ***Social Interaction Model***

> *Definition: striving to assist individuals to develop competencies which enable them to function in the larger society.*

The *Social Interaction Model* endeavors to help youth achieve the capacities needed to function as effective adults. Behaviors such as making commitments to people and institutions, living with ambiguity and deferring gratification are key abilities needed by all individuals.

Youth today have limited contact with adult role models in the larger society. Thus, their ability to understand the culture in which they live and the values the culture holds is not always fully developed. As a result, young people coming from

educational settings which de-emphasize *Social Interaction* evidence characteristics such as:

- an inability to assume responsibility for others
- a self-serving attitude
- a lack of group commitment
- an inability to assess the consequences of their decisions on self and others

(Coleman, 1979, p. 491)

The goal of *Social Interaction* is to help young people achieve "social literacy." Institutions today are having decreasing impact on all sectors of society. Families, considered one of society's most critical institutions, are becoming fraught with conflict and/or dissatisfaction. Schools are having less impact on the socialization of youth due to increasing size, diversity of population and limited interaction with the community.

In large schools, particularly, students become one of the crowd and lose their identity. They may perform negative behaviors anonymously and it may be some time before students, teachers and administrators attach names with behaviors.

(Lopata, 1978, pp. 38-45, 387-389)

Implications drawn from this model indicate the need to establish constructive learning environments in homes, schools, religious organizations and other institutions which prepare youth to assume adult roles. The approach calls for: a) the recognition of human diversity, b) the recognition of the rights of individuals and groups, and c) an understanding of the role of community involvement in developing competent adults. Learning environments employing the *Social Interaction Model* generally:

- are less bureaucratic (allow individual trial and error vs. regimented decision making)

- provide for outside experiences that benefit a particular institution, e.g., tutoring children from different ethnic groups, raising funds to benefit a school project, volunteer work in a variety of community organizations.

- provide incentives for extra activities (incentives reinforce the significance of the activity to the community and might include special passes to events and awards and/or recognition for distinguished service). These extra activities are extremely important because research indicates that "extra class activities" are better predictors of adult success than good grades.

- reinforce regulations and rules consistently

- use ceremonies to reinforce a feeling of belonging, e.g., participation in community projects, wearing or displaying institutional symbols (banners, insignias), participation in rallies to welcome home significant community members

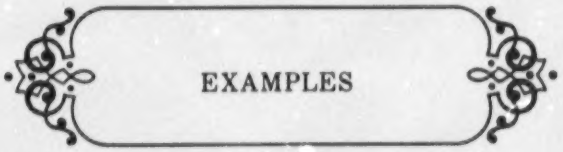
- involve the total family in institutional functions thus keeping all informed of the goals and needs of the organization.

(Wynne, 1979, p. 467)

Individuals from such environments develop the ability to function in group settings and competently deal with social concerns.

(Alschieler and Shen, 1974, p. 86)

Certain processes can be used to facilitate such development and bring young people in touch with the realities of society. The following are examples of *Social Interaction* experiences which might be used in an educational setting:



"Assembly Line Simulations"	Decide on a product to be produced, i.e., class newsletter, garment. Then break down component parts of the product into specific individual tasks. Arrange group members in a room with each person in a row assigned to complete a specific task in assembling the product. As group members develop their production skills, have the "line supervisor" check their cooperation, speed, quality of product and efficiency of performance. Use the results as a basis for discussing the ability to complete tasks in a cooperative fashion.
"Group Affiliations"	Adopt an individual (refugee, handicapped person, football team member, etc.). Invite the person to discuss specific concerns with the group. Develop service projects designed to support the special person. Follow the progress of the person and provide encouragement. Publicize the accomplishments of the person through news releases, bulletins posted where others can see them or handouts.
"Establish a Society"	Design a simulated society and/or family. Develop laws, systems and individual role behaviors for functioning

in the group. Analyze how the people in the group function to effectively accomplish their goals. Examine how behaviors are corrected to encourage individuals to conform to the group.

"Media Projects"

Design a display consisting of food customs, clothing customs, child rearing customs or economic customs throughout history. Indicate the status of conditions in the past, how they have changed over time and include some futuristic projections. Then, analyze practices we have kept from the past, how they influence people today as well as the benefits and limitations of these practices on society in general.

"Recreate the Past"

Establish an event: "Return to the Past." Ask participants to come dressed according to a particular time period. Reorganize the environment to depict the specific time period. Carry out activities reminiscent of the past. After completion of the activity, analyze reactions to the regulations prevalent during the time period, the difference in social customs used and how they would compare behaviors of the past with those expected in society today.

"Job Application"

Obtain job application forms from various agencies in the community. Complete the applications, then discuss such questions as:

- what kind of workers is the agency asking for?
- what types of skills are desired for the various jobs?
- do any questions asked discriminate against specific groups?
- what regulations do employees of the agency need to follow?
- why are job applications important?

"Current Events"

Examine daily or weekly events through newspapers, radio, television and other media.
React to these events by:

- identifying points you agree with (underline these)
- identifying points you disagree with (circle these)
- rewriting points of disagreement so they more closely reflect what you believe
- specifying how your family would deal with the events
- identifying what behavioral changes will be called for from the American public because of the event.
- identifying what short and long term effects the event can have on society or special groups within society.

"Bias"

Collect samples of posters, ads, newspaper articles and filmed media which present biased viewpoints of particular groups. Analyze the collection for the following.

- social roles performed by these groups
- absence of significant information about the group
- negative points stressed about the group

Then, summarize group responses to the above information by examining:

- forms of persuasion used to reinforce bias towards the group
- validity of facts used to discuss group characteristics
- effects of the biases presented on working with individuals from a particular group
- means for dealing with forms of bias in our society

As a result of participating in these types of social interactions, youth and adults become more cognizant of the existing social order. Discussions and analyses help those involved develop skills enabling them to function effectively in society, gain a clearer understanding of the reasons societies function as they do and become adept at employing social skills. Often discipline problems arise because individuals do not know the behaviors needed to function effectively in social settings. By developing skills such as relating to people and understanding the functions of society, one can be better equipped to work cooperatively with others.

RELATED FACTORS

An individual can be very knowledgeable of and select positive disciplinary strategies for use with individuals or small groups. However, there are several other factors which influence the effectiveness of disciplinary policies, such as:

- *Professional ethics*
- *Student rights*
- *Parent/community relationships*
- *Administrator/counselor relationships*

Each of these factors is examined separately.

Professional Ethics

When professionals do not follow a professional code of ethics, difficulties are likely to occur. Those with whom they work lose respect for them and behave negatively because the professional is not performing according to expectations. Human interaction requires that people behave in ways that promote the good of the total group.

For this reason, the National Education Association devised a set of general guides governing the professional conduct of educators. The organization suggests that professionals:

- support the pursuit of truth and relevance
- nurture democratic principles which protect the basic freedoms to learn and teach and the right of all people to have equal access to educational opportunities
- adhere to the highest ethical standards
- recognize the significant responsiblity inherent in the teaching process
- respect and maintain the confidence of students, parents, colleagues and other community members

(Gerber and Delon, 1977, p. 148)

In order to assure that educators adhere to accepted professional standards, various decisions regarding their behavior have been stipulated by the courts. The points which follow reflect specific court decisions made within the past few years. Due to the fact that laws are in a continuous state of refinement these inter-

pretations are not universally applied in similar ways throughout the United States. But, they do serve as guides in analyzing professional rights and responsibilities.

Legal Regulations

In addition to the guidelines established by one professional association, the following federal regulations have special significance for educators today. They are:

a) Title VI, Section 601, of the Civil Rights Act of 1964, prohibiting discrimination on the basis of race, color, or national origin.

b) Title IX of the Education Amendments of 1972, prohibiting discrimination on the basis of sex in public schools receiving federal financial assistance.

c) Section 504 of the Rehabilitation Act of 1973, and the Education of All Handicapped Children's Act, prohibiting discrimination on account of handicap.

Because of these legal regulations, Goldsmith made the following recommendations regarding school discipline.

1. Make all disciplinary rules as clear and precise as possible, avoiding distinctions based on race, sex, or physical handicap.
2. If a rule seems to have a disproportionate negative effect upon students of one race, sex, or other group which might claim discrimination, make sure that:
   a) the rule has a legitimate educational purpose; and
   b) the disporportionate impact has a demonstratable, non-discriminatory clause.
3. Make sure that fair rules are being administered in a fair manner.
4. Disciplinary penalties should not only be those permissable under state law, but should be appropriate in severity to the rule violation involved.
5. Demonstrate concern about any policy which has a disproportionate negative effect upon any legally protected group.

(Goldsmith, 1979, p. 2, 8)

Fairness reduces the need to spend time and effort defending existing policies or procedures.

Along with the stipulations regulating the ethical conduct of the professional, certain rights support professionals in their work roles and reinforce group conduct.

Constitutional and Civil Rights

Teachers' contracts cannot be terminated solely because they exercised their constitutional rights.

- discipline cannot be applied against a professional for disruptive speeches made away from school grounds
- educators cannot be dismissed for participating in peaceful civil rights activities during off-duty time

- educators have the right to belong to an employee organization
- an educator's "employment cannot be terminated without a hearing" within the terms of the contract

(Rubin, 1976, pp. 13, 49, 68, 81, 90, 106, 153)

- an educator's private life cannot be used as a basis for dismissal as long as job performance is not impaired. However, society in general does not condone atypical behaviors of teachers and pressure may be exerted to influence the individual to conform to the accepted social code.
- if educators unlawfully participate in a strike, this may be considered a breach of contract and they may be subject to dismissal from their teaching position
- within the terms of the contract, if dismissal is instituted against an educator, he/she is entitled to:

  1) "a statement of the reasons"
  2) "a notice of a hearing" at which responses can be made
  3) "the 'holding of' a hearing"
- action taken against renewing an educator's contract is invalid if the reasons behind the nonrenewal are in violation of the individual's constitutional rights.

(Gatti and Gatti, 1972, pp. 70, 75, 76, 84, 104, 105, 125)

One precaution in interpreting these rights should be noted. First, legal judgments tend to uphold an individual's constitutional rights. But, if school board policies have been stipulated by a school district and if these policies are available to employees and patrons of the district and teacher contracts uphold board policies, then acts committed against board policy can result in dismissal. Such dismissals usually are upheld by the courts because the educator signed the contract subject to board policies.

The realm of ethics, legal responsibilities and constitutional and civil rights is a critical one. Knowing the profession's ethical and legal code helps practitioners better evaluate the quality of their interactions with others. Adherence to the code increases the respect received from others and helps to reduce selected disciplinary problems which may occur due to the violation of an accepted code of conduct.

Student Rights

Educational programs tend to be dominated by adults. Young people are expected to be submissive to the directions of those who are responsible for them. It was not until recently that parents and students were aware of the civil rights of children. Adult authority simply was not questioned. In a study by Buxron and Prichard, 81 percent of the students polled reported that teachers did not respect their opinions. When students feel they play no part in setting educational directions, they begin to feel disenfranchised, belligerent, and/or apathetic.

(Buxron and Prichard, 1973, p. 66)

Recent court decisions have established that students have the same rights as adults and that these rights must be respected. Specific rights which are afforded students include:

- *Freedom of speech:* restrictions are permitted only if it can be demonstrated that the activity greatly interferes with appropriate discipline in the school.
- *Freedom to assemble peaceably:* only if the assembly prohibits the movement of others from one area to another can it be restricted.
- *Freedom to dress as desired:* restrictions are only imposed if the individual's safety is in question such as long hair in a machinery area.
- *Freedom to associate with groups of their choice:* only if the associations are discriminatory of others or interfere with the rights of others can they be restricted.

(Gatti and Gatti, 1972, pp. 166, 167, 169, 177, 182)

- *Freedom of the press:* restrictions on controversial materials is permitted only if it constitutes a "clear and present danger." Suppressing student work can affect classroom management by creating conflict between the authority figure and the individual whose work is suppressed.
- *Right of due process:* students cannot have action taken against them without a hearing, e.g., suspension without opportunity to voice their side of the issue.
- *Right against unlawful search and seizure:* courts have tested this statute to only a limited extent and variations in interpretations exist between states. Educators would be well advised, however, not to search a student's personal effects. Students have the same rights to privacy as adults.
- *Right to marriage and pregnancy:* no student may be prohibited from school attendance because of marriage or pregnancy. A tolerant, nonvindictive attitude can do a great deal toward facilitating the acceptance of the student into the classroom setting with a minimum of disruption.
- *Discipline and corporal punishment:* corporal punishment is permitted in some situations, but the National Education Association has gone on record as opposing the "infliction of physical pain on children" and called for its elimination from school systems.

(Duke, 1979, pp. 373, 376-378, 380)

Those working with young people are advised to recognize and adhere to student rights. The recognition of student rights can often reduce otherwise tense situations which arise because individuals on the receiving end of disciplinary action feel they have been treated unfairly. Supporting the rights of others can lead to mutual respect.

Under certain circumstances there may be reasons to limit the rights of students. According to Sullivan, there are five reasons which might necessitate limiting student's speech and privacy rights.

1. The student will learn better.
2. The students must be socialized to social, political and religious norms.
3. In a compulsory school setting, the student body must be protected from communications that parents or school officials find objectionable.
4. The students and the school must be protected from violence and destruction of property.
5. Traffic regulations, relating to the orderly movement of students and faculty and to the harmonization of competing individual demands for facilities or instruction, are necessary to the efficient operation of the school.

(Sullivan, p.8)

Restricting the rights guaranteed to individuals by the United States Constitution is a serious offense. Depending upon the circumstances, certain limitations of rights may be necessary for the safety, health and comfort of all persons. Any decision to restrict rights should be accompanied by diplomacy and discretion.

Parents As Partners in Discipline

Effective schools share their authority and responsibility with parents. Parents shape the child's first four or five years of life. They form the link between school and the real world. To limit their involvement in the school creates a deficit in the child's learning environment.

(Randolph, 1978, p. 607)

Just as students have rights in public schools, so do parents. The specific rights granted them by law varies from state to state and change nationally as new precedents are set in the courts. However, at the present time there are certain parental rights that are nationally accepted. The data concerning various rights are grouped under four headings, and were collected by the National Committee for Citizens in Education. Parents rights include:

A. "Student Discipline"

- Parents can take action against a school official if "excessive or unreasonable" force is used against their child.
- Parents have the right to appeal the suspension or exclusion of their child from school.

B. "Student Instruction"

- Parents have the right to review materials devised by national agencies involved in educational research at the local level.
- Parents have the right to place their handicapped child in "appropriate" public school programs. In addition, they must be consulted concerning the evaluation and placement of said child.

C. "Students and Other Records"

- Parents have the right to see all of their child's school records and may challenge evaluations which they deem as subjective or inaccurate. They may also request a hearing on the issue if the school does not respond to their challenge within a "reasonable time."

D. "Other Rights"

- Parents may appeal a school policy which prohibits their child's expression of controversial views if they are not "obscene, slanderous, libelous, and do not cause serious disruption."

Numerous other rights may be granted to parents depending upon the particular state in which they live. To obtain more information, educators and others may contact the:

National Committee for Citizens in Education
410 Wilde Lake Village Green
Columbia, MD 21044

(National Committee for Citizens in Education, 1978, p. 59)

According to Hamblin, parents often are used as scape-goats for problems that occur.

(Hamblin, 1974, p. 265)

Are such perceptions valid? In some respects they may be. One study reported by Thurston, Feldhusen and Benning lends some support to the commonly held view that the family is to blame for the child's misbehavior. The findings from this study indicate that families whose children were classified as "constant classroom deviants" evidenced the following characteristics:

1. The discipline by the father is either lax, overly strict, or erratic.
2. The supervision by the mother is at best only fair, or it is downright inadequate.
3. The parents are either indifferent or even hostile toward the child.
4. The family members are scattered in diverse activities and operate only somewhat as a unit or perhaps not at all.
5. The parents find it difficult to talk things over regarding the child.
6. The husband-wife relationship lacks closeness and equality or partnership.
7. The parents find many things to disapprove in their child.
8. The mothers are not happy with the community in which they live.
9. The parents resort to angry, physical punishment when the child does wrong.
10. The parents believe they have little influence on the development of their child.
11. The parents believe that other children exert bad influences upon their child.
12. The parents' leisure time activities lack much of a constructive element.
13. The parents, particularly the father, report no church membership.

(Duke, 1978, pp. 418-419)

The above data are from one study and should not be used as the major criterion for accusing parents of failing to assume full responsibility for disciplin-

ing their children. The criteria apply to selected parents who may represent the minority versus the majority of parents.

Parents do have a critical contribution to make to education. Rather than viewing parents as adversaries, many specialized research projects are being developed to understand and determine how best to incorporate parental expertise into the educational system. Findings from a number of studies reveal that positive parent involvement occurs when the following characteristics are in evidence:

1. Parents view their participation as directly related to their child's achievement.
2. Parents are involved in reinforcing academic skills in the home.
3. Various means for parent participation are developed to accommodate single parent families and working parents.
4. School boards and community agencies and organizations endorse parental involvement programs so as to sustain parent-school interaction.

(Rich, Dien and Mattox, 1979, pp. 36-37)

In order to create a positive climate for parent involvement educators might provide options which:

- *let parents know that educators care about their child*
- *provide parents with the skills to help their child*
- *find out what parents want from educational programs*
- *involve parents in classroom activities*
- *invite parents to assist in evaluating their child*

Some of the above suggestions are helpful, but to put them into action requires the involvement of students, parents, educators, administrators and other support personnel such as counselors. Specific activities which have been employed to increase the interaction of various concerned groups in educational settings include:

- House Calls: this tehnique has been a traditional part of rural home economics programs. Its use has been less frequent as living environments have become more urbanized. But, in an effort to increase parental involvement, many educational programs are again beginning to use this technique.

  Purpose of house calls:
  - Encourage student and parent to read similar publications regarding family and human development and discuss their reactions to the information.
  - Obtain adult instructional aides for classes to promote the child's academic skills.
  - Use home settings for the total class to observe child care strategies, variations in living environments, and management and organization in the home.
  - Bring students in touch with elderly citizens by inviting them to participate in classroom activities.

  ("Working with Parents," 1979, p. 58)

- Request for Volunteers: identify parents willing to participate in the ongoing instructional program.

Strategies involved:

- Survey parents to get a list of potential helpers.
- Meet with volunteers to explain programs and establish a work schedule.
- Clarify classroom procedures with volunteers and their responsibility for maintaining classroom confidentiality on student learning capacities.
- Provide clear, directive assignments for volunteers so they feel they are truly making a contribution.
- Recognize volunteer efforts through news releases to the school and local papers, special in-class award ceremonies or recognition given at school assemblies.

- Advisory Committees: involve parents in examining, analyzing and suggesting curriculum revisions.

Strategies involved:

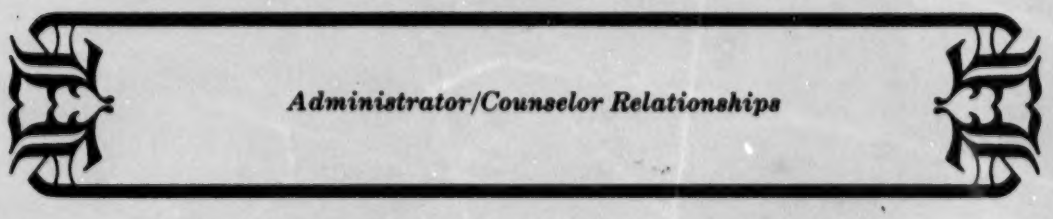
- Seek individuals who can provide input to the program through letter or telephone contact (obtain administrative support for the activity).
- Establish an initial meeting.
- Choose a parent to chair the group while the educator serves as secretary.
- Establish a schedule for obtaining new members of the committee.
- Outline a program of work.
- Establish sub-committees as needed to study special issues and report to the group.
- Incorporate, test and revise committee suggestions for the program and report results back to group.
- Annually summarize group activities.

- Home Experiences: ask parents to assist the child in learning a task or asking the child to carry out a task to inform the family of the learning program.

Procedures used:

- Encourage the child to demonstrate classroom learnings to family members and discuss and report the results.
- Encourage parents and the child to solve problems together and analyze the problem solving process used.
- Obtain parent reactions to the in-school program via a telephone conference or response forms delivered and returned by students.

Parents are partners in the educational process. Through their involvement, more positive, realistic and supportive learning environments are created.



Disciplinary policies and procedures are established through the cooperative efforts of administrators, counselors, parents, students and teachers. Administrators and counselors are called upon to implement the policies equitably. However,

no administrator/counselor works in a vacuum. They depend upon the staff to be competent in analyzing problems and interpreting policies objectively. Does this mean that administrators/counselors are referred to only when severe problems occur? NO! As administrators and counselors are informed about the total program, they are then better able to see the strengths as well as limitations in the program and interpret problems realistically.

Administrators and counselors perform distinctively different roles with regard to discipline. Knowledge of their role enables an individual to refer to the appropriate person when a specific concern arises. The following points distinguish between the roles performed by administrators and counselors.

Roles of Administrators:

1. Design a disciplinary policy with the aid of a variety of concerned groups.
2. Mediate conflicts between parents, educators and students when they occur.
3. Inform the community of disciplinary policies.
4. Employ disciplinary policies objectively and consistently.
5. Provide pertinent information about students to professionals.
6. Help staff analyze their educational strategies.
7. Provide helpful suggestions when problems occur.
8. Provide staff training concerning disciplinary prolems.

Roles of Counselors:

1. Assist in determining the educational placement of individuals.
2. Assist professionals in interpreting individual behavior and test scores.
3. Provide assistance in career planning.
4. Aid individuals with vocational and educational problems.
5. Assist individuals in adjusting to institutional policies and requirements.
6. Aid individuals with socio-psychological problems.

The role behaviors identified above are not universal to all settings, but can serve as general guides for determining appropriate channels of referral.

Because team effort is so essential for the development and maintenance of sound disciplinary strategies, educators need to ask themselves: "What have I done

to help my administrator/counselor function competently with discipline?" Factors contributing to positive staff/administrator/counselor relationships include:

Be well organized

- organization can help to eliminate many potential problems, i.e., being unprepared for class, failing to involve students in purposeful activities, allowing large blocks of time for individuals to sit and do nothing. When everyone is involved and active, many potential problems disappear.

Maintain public relations contacts

- tell parents when their children are doing well through letters or the telephone. Send a copy of these letters to administrators/ counselors. When parents hear good things from professionals, they are more likely to support to total educational program. In turn, requests for improvements and increased tax levies are less likely to fall on deaf ears.

Compliment administrators/counselors

- tell them that you appreciate their efforts in your behalf. You are more likely to see the continuation of the behaviors you appreciate.

Adhere to institutional policies

- following behavioral guidelines in a half-hearted manner can lead to discipline problems. Follow the rules! If the rule is to remain thirty minutes after group dismissal, do not leave with the students. Educators, administrators and counselors are responsible for young people while they are on the premises. If a mishap occurs, professional personnel can be held responsible.

Offer to assume responsibilities

- if committee work is needed in areas of interest to you, volunteer to help. Everyone is responsible for developing effective educational programs, not just the few.

Suggest needs for training

- if new programs or policies are instituted, request help from administrators and counselors in providing inservice experiences designed to upgrade the competencies of all.

Keep administrators/counselors informed of program developments

- let them know about student organization related projects, creative methods being instituted, new developments occurring in your field, good things that happened in class recently and how their support of your program helps students.

- if you disagree with an administrative policy, schedule a conference with your administrator to express your concerns. The administration may be able to

provide you with the reasoning behind policies of which you were not aware. Then you will be better equipped to deal with existing and changing school policies.

- Invite administrators and counselors into your classroom.
- ask them to observe content, activities and projects.
- inform the community of program innovations.
- present program activities to service organizations.
- participate in community government.

(Chappel, 1979, pp. 96-97; Duke, 1979, p. 236)

Supportive relationships between administrators/counselors, professionals and community personnel are essential for maintaining constructive learning environments. The involvement of all concerned personnel in the establishment of behavioral guidelines can facilitate the development and maintenance of policies that are fair to all.

SUMMARY

Effective discipline is an art as well as a science. The science of discipline involves analyzing the effectiveness of the strategies used. Of the disciplinary models included in this publication no one is designed to solve all disciplinary concerns. But, a clear understanding of the objectives behind the use of any strategy is essential because consistency is critical to the total process. The art of good discipline requires that one be humane. People must be treated with respect. They must feel a sense of worth while confronting behavioral change otherwise the impact of any disciplinary strategy is lost. Effective discipline should contribute to effective learning and positive growth no matter what strategy is used.

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